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ABSTRACT

A practicum was designed for students, faculty, and administrators in an urban elementary school to acquire an increased understanding of other cultures. The practicum setting was a library media center with a student population of 1,205. Two inservice training workshops to inform staff members about the numerous cultures of their students (63% Hispanic, 23% Black, 7% White, and 7% Asian) and the differences in the learning style preferences of students of different cultural groups were conducted; new multicultural books were purchased with a state grant; two fundraising book fairs were held; "Booktalks" were given to teachers and students; pretesting and posttesting of students' multicultural knowledge was administered; books and materials checked out of the library were logged; a questionnaire of teachers' multicultural activities was administered; and a report was obtained from the school principal. Results indicated that: (1) all 55 faculty members implemented multicultural curriculum units in their classes and used learning activities to suit cultural groups' learning style preferences; (2) students in grades 4-6 demonstrated significant gains in knowledge of the history and culture of different cultural groups; (3) the portion of books and materials with multicultural content checked out of the library increased significantly; and (4) no negative interactions between students of different cultural groups were reported to the principal during the last month of the practicum. (Contains 29 references and 8 tables of data. Appendixes present a paragraph from the state monitoring review on multicultural education; data on books checked out of the library; a sample teacher's form to report multicultural activities; examples of four "culture quizzes"; a checklist; and the principal's report.) (RS)

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INCREASING MULTICULTURAL UNDERSTANDING AND INTERACTION THROUGH A LIBRARY BASED EFFORT IN A CULTURALLY HETEROGENEOUS URBAN ELEMENTARY SCHOOL

by

Donna M. Saykanic

Cluster 48

A Practicum II Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1994

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Michael Goldstein

Mr. Michael Goldstein

Assistant Principal
Title

Passaic, New Jersey
Address

June 29, 1994
Date

This practicum report was submitted by Donna M. Saykanic under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Date of Final Approval of Report

Georgianna Lowen, Ed.D., Adviser

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ABSTRACT

Increasing Multicultural Understanding and Interaction Through a Library Based Effort in a Culturally Heterogeneous Urban Elementary School. Saykanic, Donna M., 1994: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Multicultural Education/ Cultural Diversity/ Elementary Education/ Media Center / Library /Elementary School/ Ethnic Diversity / Multiculturalism/ Racism Issues/ Racism/ Children's Literature/ Ethnic Groups/ Reading Materials/ Book Review/ Library Material Selection/ Ethnocentrism.

The practicum was designed for students, faculty, and administrators to acquire an increased understanding of other cultures. There was a need to foster understanding of such cultural and ethnic diversity in the writer's school. Little had been done within the school to promote interaction or understanding.

The writer provided two in-service training workshops that informed staff members about the numerous cultures of their students and the diversity that existed and the differences in the learning style preferences of students of different cultural groups; obtained a $3,500.00 state grant which was utilized for the purchase of new multicultural books; conducted two fundraising "Book Fairs"; co-chaired a " Multicultural Festival" gave "Booktalks" to teachers and students; administered pretesting and posttesting of multicultural knowledge using Baruth and Manning Quizzes to all fourth, fifth, and sixth grade students; kept a log on student social interactions, recorded a log of books and materials checked out of the library during the first two weeks and the last two weeks of the Practicum; administered a questionnaire to teachers reporting multicultural activities; obtained a report from the school principal; and the outcome of the Practicum was evaluated by the above mentioned criteria.

The outcomes of the Practicum intervention were as follows: (1) All 55 faculty members implemented multicultural curriculum units in their classes; (2) All 55 faculty reported using learning activities designed to suit the learning style preferences of students from particular cultural groups; (3) Students in grades 4-6 demonstrated significant gains in knowledge of the history and culture of different cultural groups; (4) There was a significant increase in the portion of books and materials checked out of the library that had multicultural content; (5) There was a significant in proportion of observed social groups; and (6) During the last month of the Practicum, no negative interactions between students of different cultural groups were reported to the principal.

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8-20-94 ..... Donna M. Saykanic

CHAPTER I

INTRODUCTION

Description of Community

The community is an old industrial town located in the northeastern region of the state. The 1992 census showed a population of 54,463. The community was once an affluent industrial city which housed a thriving woolen industry as well as other industries. It was the home of wealthy industrialists, intellectuals, and a large immigrant population; the last group worked in the woolen mills and later proved to be upwardly mobile. Many active churches, synagogues, and service organizations were in existence.

As late as the mid-1950s, the community was a bustling city with an outstanding school system and a busy main street shopping area. After that, much of the industry and many jobs moved out of town; many of the descendants of the "upwardly mobile" immigrants moved to nearby suburbs, and large area shopping malls attracted shoppers who had formerly frequented the community's Main Avenue.

The community's economy further suffered a devastating blow in September, 1985. The multimillion dollar Labor Day fire made nationwide news as it destroyed residential property and a number of historic mill buildings which housed many light industries. 49 businesses were a total loss; eight more suffered smoke damage. Immediately after the fire, 1,875 employees were out of work,

further increasing the community's already high unemployment rate of 8%. As reported by the businesses, 121,000 square feet of industrial space was lost, which one reliable source estimates to have been about 25% of the community's industrial space. Many businesses settled elsewhere. It is clear that the community tax base was significantly lowered by the fire.

The school district includes eleven schools, one high school, one middle school, and nine elementary schools. The school district employs 700 teachers. The total student population is 8,400. The average dollar amount of educating one child in this district is $4,571. The figure does not include the cost of transportation. The school district has an operating budget of $57,674,994. and receives an estimated $15,820,000. in additional state aid.

The students come from a lower middle class socioeconomic background with the following ethnic distribution: (a) 63% Hispanic, (b) 23% Black, (c) 7% .White, and (d) 7% Asian. (28.1% of the students have limited English language skills).

Each year, students in grades one through eight must take a test of reading, mathematics, and language art skills. The test chosen by the school district, approved by the state, is the California Achievement Test.

The High School Proficiency Test (HSPT) is a statewide test of students' basic skills. Students must pass the test's three sections: reading, mathematics, and writing as a state graduation requirement. Students first take the HSPT in ninth grade.

The work setting is a library media center in an urban elementary school with a student population of 1,205. The average daily attendance rate at this school was the highest in the district for the 1992-1993 school year at 93.3%.

The ratios at this elementary school between the number of students and the number of licensed professionals, such as teachers, administrators, and counselors (e.g., # of students per professional) was 12.7: 1 for the 1992-1993 school year.

Writer's Work Setting and Role

The writer is the library educational media specialist responsible for the entire student population (55 classes) who must implement the goals of an effective library media program of excellence.

The writer has been employed with the school district for six years and prior to this, was an elementary school teacher for ten years.

As the library media specialist, the writer is involved in the evaluation of textbooks, library books, and educational materials.

There is a great need for careful selection of children's reading material as well as non-print (audio-visual aids) today. The writer can make a difference with her input in the selection of reading material for the students in the school and throughout the district. The writer is in charge of ordering library books as well as audio-visual aids for the school's collection.

The writer is responsible for implementing the school district's library media program to 55 classes in grades kindergarten through six, including six special

education classes. The classes come to the library once every two weeks for forty minutes. The teachers do not stay because this is their "prep" time in which they prepare for their student's instruction.

The school library media program supports instruction in all areas of the curriculum and as the library media specialist, the writer must provide for specific instruction in library media skills. The school library media program reflects the philosophy of the school and enriches all parts of its educational program.

To be effective, the school library media program must contribute to today's educational goals. The objectives of the writer's library program reflects the philosophy and goals of the school district.

The library media center contains 10,000 book titles. There is a large collection of non-print educational media materials that include the following: (a) study prints, (b) posters, (c) filmstrips, (d) cassettes, (e) videos, (f) records, (g) color slides, (h) films, and (i) transparencies.

The audio-visual equipment includes the following: (a) T.V.V.C.R., (b) tape recorder, (c) record player, (d) overhead projector, (e) slide projector, (f) filmstrip projector, and (g) movie projector.

The library media program provides the students with a large and varied collection of materials that are utilized to enrich and vitalize the curriculum.
It enhances and offers guidance in the reading program by developing library skills and habits that contribute to the personal growth and development of the students.

The writer utilizes a large variety of materials and media to instruct the students in needed library skills. The writer implements enriching and stimulating lessons to the 55 classes that are instructed. The writer provides an excellent background in teaching library skills that will help pave the way for students' success in higher education.

Instruction in library skills is an area of special emphasis in the school library media program. The program of instruction in library skills must be coordinated with student use of the media center in subject areas throughout the curriculum.

The writer utilizes the district's "Library Skills K-12 Curriculum Guide" in the library media program. However, the writer has enhanced the library media program by bringing her own educational philosophy, goals, and objectives into the program.

The writer's two main objectives of the library media program are the following: (a) to provide materials and assistance that support learning, and (b) to offer instruction in library media skills.

The school library media program supports instruction in all areas of the curriculum.

The following is a breakdown of library skills that the writer teaches in the library media center:

1. Use of the library media center. Orientation to the library would include the following: (a) manners, (b) library rules, (c) general information on use, and (d) circulation procedures.

2. The care of books and materials. Students learn the proper care of the following: (a) print materials, (b) non-print materials, (c) use of materials, and (d) returning materials and books on time.

3. Arrangement of materials. Students learn the arrangement of the following: (a) fiction, (b) non-fiction, (c) reference, (d) location of Dewey Decimal categories, (e) location of periodicals, and (f) location of audio-visual materials and equipment.

4. Card Catalog. Students learn the following: (a) index to collections, (b) how to find a book with a particular author, title, or subject emphasis, (c) card filing techniques, (d) explain the "see" and "see also" references, and the differences between them, (e) locate and identify the various parts, and (f) locate any book organized by the Dewey Decimal system on its appropriate shelf.

5. Dewey Decimal System. Students learn the following: (a) ten major categories, (b) function of the decimal point, (c) cutter or author letters.

6. Reference Collection. Students learn the following: (a) name and describe the function of three different types of dictionaries, (b) describe the function of the encyclopedia, (c) identify three special encyclopedias, (d) describe the function of an almanac, (e) describe the function of an atlas, (f) describe the function of biographical reference tools, (g) name three items which may be found in special reference indexes, and (h) identify and explain the functions of the various parts of a Reader's Guide entry.

7. Parts of books and media materials. Students learn to identify the following: (a) title page, (b) copyright date, (c) table of contents, (d) in-book index, (e) preface, (f) appendix, (g) illustrations, (h) bibliography, (i) footnotes, and (j) use of guide with media materials.

8. Listening skills. Students develop good listening skills through the library media center instruction and use of materials.

The school library media center is a laboratory for learning library research skills to be applied to information needs throughout students' lives.

The most effective learning takes place through the actual use of materials and equipment within the media center.

The continuity of the library media program provides for the student a cumulative growth in library skills, and in the development of reading, listening, and viewing abilities and tastes.

The writer is also responsible for purchase orders; processing new library books, including cataloging; processing library books that are returned; shelving; audio-visual equipment; library material; and library maintenance. School library experiences serve as steppingstones to the use of other library resources in the community and to the formation of a lifetime habit of library usage, as well as pride in the ownership of books. Early and enjoyable library experiences is the best insurance for lifetime library use.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Baruth and Manning (1992) have argued that there is a "tremendous diversity of cultural, ethnic, and socioeconomic groups in schools today," and they have suggested that this diversity implies a need to develop programs that foster "understanding and respect for children's differences" (pp. 144-145). The writer's school provides an example of such cultural and ethnic diversity and, unfortunately, a case study of the need to foster understanding. The Asian, Black, White, and Hispanic students in the school tend to associate almost exclusively with members of their own ethnic/cultural group, and there is an atmosphere of tension among these groups.

The problem is that students (and to some extent faculty and administrators) have limited understanding of other cultures. Students from different ethnic and cultural groups do not interact sufficiently to develop such understanding. Moreover, little has been done within the school to promote interaction or understanding.

Problem Documentation

Evidence of the existence of the problem is derived from four sources: (a) the observations of the writer; (b) incident reports derived from the principal; (c) the results of a 1990 report prepared by the State Monitoring Review Team; and (d) the results of a study carried out by the writer in 1992 documenting the inadequacy of multicultural resources in the library. The paragraphs that follow consider each of these sources in turn.

The writer has been concerned with the issue of promoting multicultural understanding within her school for several years, and she has accordingly been a sensitive observer of student behavior. During the last two academic years, the writer's observation journal entries include the following:

1. On April 9, 1992, overhead a group of students of one ethnic group making fun of the manner of speaking of a student of another group.
2. On October 6, 1992, recollected the observations of groups of students socializing during the previous week; noted that only one of nine groups recollected contained students of different ethnic or cultural groups.
3. On December 2, 1992, broke up altercation between a Black student and an Hispanic student at a point which appeared to be just before the two came to blows. Heard each student refer to the other with derogatory ethnic slurs.
4. On February 3, 1993, held informal discussion in school library in which several participating students expressed antipathy and fear regarding students from different groups.

These observations clearly indicate lack of tolerance and tension among students of different ethnic/cultural groups.

As the writer became increasingly aware of the problem, she asked the principal to keep track of any altercations that came to his attention that appeared to be racially motivated or involved the exchange of racial epithets. This request was made in December, 1992. Between then and the end of the 1992-1993 academic year, four such incidents were reported. This is a substantial number, for two reasons. First, the reporting period was just a little more than half of the academic year. Secondly, the principal did not report all altercations between members of different ethnic/cultural groups, but rather only those in which racial differences appeared to be a significant motivating factor.

Further evidence of the lack of understanding of and respect for multicultural diversity was provided in the 1990 Report of the State Monitoring Review Team which reported that:

> Parents, community members, staff and students expressed a need for increased emphasis on the multicultural needs of the district and the need of enhancing the self-esteem of minority students. While some saw a need for separate programs like African-American History or Hispanic History, others saw a need for the entire curriculum to address these issues on an ongoing basis (1990, p. 11).

While the report focuses on the specific issue of low self-esteem among students, it would seem reasonable to conclude that lack of understanding and tolerance among students would contribute to low self-esteem among students who perceive themselves to be minority group members. In the writer's school, this would refer to any student, since all students are members of minority groups either within the society as a whole (Hispanics, Blacks, Asians) or within the school (Blacks, Whites, Asians).

In an effort to document the lack of multicultural resources within the library, the writer carried out a study in the fall of 1992 of the content of the 30 books most recently checked out of the school library. This study also indicated that minority group members were more likely to be depicted in negative terms than in positive terms in these 30 books. (A complete report of the results of this study may be found in Appendix A).

Causative Analysis

One could argue that the root cause of intolerance is a primordial xenophobic tendency on the part of all human beings to be suspicious of those who are "different." On the other hand, one could take the positions that intolerance is not a natural state, but rather the unnatural product of a perverted and unacceptable process of socialization.

It is clear that this fundamental philosophical debate will not be resolved in the near future in any forum, and certainly not in this Practicum. What can be said with some degree of certainty is that intolerance is exacerbated when the ethnic composition of a community undergoes a significant shift, throwing together members of diverse ethnic and cultural groups who are unfamiliar with each other's cultural norms. On the other hand, such a shift can be viewed as creating an opportunity for members of different cultural groups to become familiar with each others' cultures, benefiting from the diversity of food, art, music and historical traditions.

The writer's school clearly reflects the changing ethnic composition of the community, and the lack of multicultural understanding within the school reflects parallel trends in the community. From the perspective of a change agent operating within the school system, the lack of multicultural interaction and understanding must be viewed as resulting from the failure of school personnel to take the initiative in providing opportunities for students to learn about other cultures and interact regularly with students from different ethnic/cultural groups. This failure is reflected directly in the lack of adequate multicultural library resources described above.

Relationship of the Problem to the Literature

A substantial body of literature exists that is relevant to the promotion of multicultural understanding and interaction. The literature on acculturation is relevant to understanding the nature of our multicultural society and the need for multicultural education, and the professional literature concerned with materials and for multicultural education provided the foundation for developing and implementing the Practicum intervention described here.

Banks (1989) used the example of the greenhouse effect to reinforce the point that "all the world's citizens have a common destiny" (p.3). He referred to Allport's (1979) theory of the nature of prejudice to make the point that "people from diverse groups can work cooperatively to solve problems only when they function in equal-status situations and when they perceive their fates as shared" (p.3). Banks asserted that the characteristics of the global society are mirrored in the United States, where one of three citizens will be a minority group member by the year 2,000.

Banks suggested that this reality necessitated multicultural education, and he asserted that simply including the contributions of ethnic heroes in the curriculum (the Contributions Approach) does not constitute adequate multicultural education. Instead, he advocated the " Transformation Approach" to multicultural education, which "enables students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view" (p. 4).

As the ultimate goal in the evolution of multicultural education Banks advocated the "Social Action Approach," which requires students to "make decisions related to social issues and take actions to help solve them."

Baruth and Manning (1992) also pointed to the increasing cultural diversity of the United States as creating a need for multicultural education. They cited the conclusion of Beyond the Melting Pot (Glazer and Moynihan, 1970) that the melting pot metaphor was not an accurate description of American society, since in reality the various immigrant groups who have come to the United States have retained many of their old-world heritages. Baruth and Manning adopted the salad bowl metaphor proposed by Mc Cormick (1984) as a more accurate description of America. The understanding that diverse groups are not about to abandon their traditional cultural norms in favor of a homogeneous "American" culture underscores the need for educational experiences that help students to understand, accept, and enjoy the diverse cultures that compromise the nation.

Given the need for multicultural education, the next logical concern of educators is the selection of the most appropriate strategies and techniques. This is a complex issue, because multicultural educational experiences vary greatly with respect to goals, target populations, and scope. As noted above in discussing the work of Banks (1989, 1993) , the goals of multicultural education can be modest, such as familiarizing students with the art, foods, and famous historical figures of other cultural groups, or extremely ambitious, such as requiring students to take direct action to combat prejudice in our society.

The target population for efforts to promote a multicultural perspective is not confined to students, but may include teachers and administrators as well (Sleeter & Grant, 1988). The scope of multicultural can range from isolated and discontinuous multicultural activities, such as the examination of Native American culture at Thanksgiving or the discussion of notable African-Americans during Black History Month, to fully integrated into regular classroom activities in all subject areas throughout the school year.

An example of a multicultural intervention that is relatively modest in scope is the "Holiday Express" geography unit described by Beach, Lopez, and Tedford (1991). This unit involves an imaginary journey to various nations on days of the year when significant holidays are being celebrated in the respective nations. For example, on November 11, the class would celebrate the West African Yoruba Yam Festival; on November 15 the class would celebrate the Shinto holiday of Shichi-Go-San in Japan; and on December 2 the class would celebrate Hannukah in Israel. Associated with each holiday would be reading assignments and activities relevant to the particular country's history, culture, and religion.

This approach to multicultural education has been criticized as "pseudomulticultural" by Boutte and Mc Cormick (1992), who argued that a true multicultural perspective can be achieved only when the everyday activities of school include the following: (a) modeling of the acceptance of diversity by teachers; (b) study of the religious beliefs, music, art, and literature of many cultures; (c) use of non-stereotyping multicultural literature; (d) multi-linguistic experiences; and (e) the use of resource persons from different cultures.

Similarly, Hendrick (1990) argued that multicultural ideas are "caught" rather than "taught", by which he meant that multicultural attitudes are developed through everyday experiences rather than formal lessons. This implies that multicultural ideas and attitudes should be integrated throughout all activities every day. This view has been stressed as well by Banks (1993), who suggested that mathematics teachers could adopt a multicultural perspective by discussing the accomplishments of mathematicians and physicists of color, and Yao (1985) who presented a plan for infusing multicultural content into mathematics instruction by: (a) studying numbers and numerals from different parts of the world, (b) learning to use an abacus, and (c) studying calendars from different cultures.

The effort to develop a multicultural perspective throughout the school clearly requires preservice and in-service educational experiences for teachers and administrators. Banks (1993) pointedly noted that in his consulting work he frequently encountered teachers of math and science who assumed that the topic of multiculturalism was totally irrelevant to their subject areas. Downey and Stern (1989) and Watkins (1989) have stressed that in-service education, including the provision of specific multicultural strategies for use in various subject areas, is essential to overcome such resistance.

Tesconi (1988) also stressed the need for a multicultural perspective that encompassed the entire school. He suggested that school policies and practices should aim to develop "knowledge of cultures and subcultures with emphasis on significant minority groups; and awareness of how specific cultures shape student

responses to schooling: minimizing prejudice and maximizing tolerance for different cultures" (p. 88). This perspective assumes that teachers will design their curricula to take into account differences in the learning styles of students of different cultural groups.

Baruth and Manning (1992) have illustrated the importance of culturally-related differences in learning styles for students from various cultural groups. For example, they note that Hispanic students feel uncomfortable when they are set apart as excelling. This culturally-related learning style dimension suggests that Hispanic students should be provided with opportunities for group work so that the group, rather than the individual, will excel.

Another characteristic of the Hispanic culture that has an impact on learning is "personalismo." Hispanic students feel most comfortable when they have first-hand contact with the teacher and others in the school. Differences in learning styles of this nature pertain to students from various cultural groups, and they are clearly relevant to the quality of education these students receive. However, it is obviously necessary that teachers be aware of these learning style differences, before they can adapt their teaching strategies appropriately. This clearly suggests the need for in-service education.

There are two principles of multicultural education that appear to have achieved almost universal acceptance: the need for adequate multicultural books and materials, and the desirability of utilizing a variety of different multicultural activities to increase students' knowledge and understanding. Marzollo (1991) argued that most school children do not have access to sufficient books and

materials that contain respectful characterizations of members of minority cultural groups. She stressed the need for schools to select such books carefully from among those that are available, and she pointed out that various multicultural books can be used in the study of history and geography, nature, problem-solving and art. She urged educators to make multicultural books the basis for classroom discussion, multicultural activities, and creative writing. She also noted several books that could be used directly by teachers to help students understand and cope with racism. Galda and Cox (1991), Harris (1990), and Reimer (1992) have argued similarly that the availability and quality of multicultural education policy, since the presence of such materials fosters a multicultural perspective within the school on a daily basis.

A number of scholars have stressed the importance of using a variety of different approaches to multicultural education (Flores & Hadaway, 1986; Hendrick, 1990; Mc Cormick, 1992; Theel, 1990). Theel (1990) stressed the value of a diverse multicultural education effort that included field trips, assemblies, cooperative learning, literature, peer tutoring, mentor programs, and recognition of the diverse learning styles of students from different cultures.

Based on the numerous approaches to multicultural education suggested in the literature, the writer developed the Practicum intervention described in Chapter IV.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of the Practicum for students, faculty, and administrators was to acquire an increased understanding of other cultures. It was expected that this increased understanding would lead to increased social interaction among members of different cultural groups, and that this interaction would in turn promote further gains in multicultural knowledge and understanding. It was also expected that increased knowledge of cultural differences on the part of the faculty would result in the use of a diversity of learning activities to suit the different learning styles of students from various cultural groups.

Ultimately, increased understanding of cultural differences, increased interaction among students of different groups, and increased recognition of differences in learning styles were expected to result in a decrease in negative interactions among students of different groups and improvements in students academic achievement and self-esteem.

Expected Outcomes

The specific outcomes to be assessed in the Practicum are following:

1. Faculty will include multicultural units in their curricula. Specifically, at the conclusion of the Practicum a minimum of 80% of the teachers in the school will report having engaged in at least one activity aimed at increasing multicultural knowledge and understanding.

2. Faculty will demonstrate understanding of differences in the learning style preferences of students of different cultural groups by including in their lesson plans activities designed to suit the learning styles of students of different groups. Specifically, at the conclusion of the Practicum a minimum of 80% of the teachers will report that they have employed at least preferences of a student or a group of students of a particular cultural group. For example, teachers may employ group learning projects as well as activities in order to accommodate the reticence of Hispanic students to humiliate peers by outperforming them on individual tests.

3. Students will demonstrate increased knowledge of diverse cultures. Specifically, students as a group will demonstrate statistically significant gains from the beginning to the end of the Practicum on several standardized tests of multicultural knowledge. These tests, prepared by Baruth and Manning (1992), are described below in the section on measurement of outcomes.

4. Student interest in multicultural books and materials will increase.

Specifically, the proportion of books borrowed from the library which concern multicultural topics will increase significantly from the beginning of the Practicum to the end.

5. Students of different cultural groups will interact more. Specifically, observations of student interactions made by the writer at the beginning and the end of the Practicum will indicate a significant increase in the proportion of social interactions that involve students of different groups. In addition, due to the critical importance of social interaction among students of different cultural groups and the cultural diversity of the school, the Practicum will not be evaluated as successful unless at least one-half of the interactions observed during the last week of implementation involve students from different cultural groups.

6. The number of negative interactions between students or different cultural groups will decrease from the levels noted during the 1992-1993 academic year (see Chapter II). Specifically, it is expected that the school principal will report no such incidents during the final month of the Practicum.

Measurement of Outcomes

Outcomes 1 and 2 were measured by teacher self-reports, made on a form by the writer to enable teachers to indicate the steps they have taken to adopt a multicultural perspective, the special multicultural activities they have undertaken in their classes, and the efforts they have made to accommodate the learning styles

of students from different cultural groups. A copy of this reporting from is presented in Appendix C.

Since the criterion of successful implementation for outcomes 1 and 2 is that 44 of the responding teachers would report at least one target activity, the results obtained from the teacher reports were assessed by reporting frequency distributions of the number of activities of each type reported.

Outcome 3 was assessed by the administration at the beginning and the end of the Practicum of four tests measuring knowledge of the history and culture of four cultural minority groups. They are the following: (a) Native Americans, (b) African-Americans, and (c) Asian-Americans, (d) Hispanic-Americans. These tests were prepared by Baruth and Manning (1992) to assess knowledge gained through multicultural education interventions, and the authors have provided blanket permission for the tests to be used for this purpose. Copies of the four instruments are presented in Appendix D.

These tests were administered during the first week of the Practicum to all students in grades four through six during their regular library periods. The tests contain between eight and twelve items each, and all four can be completed within 20 minutes. The tests were introduced to students as ungraded exercises designed to make us aware of how little we know about different cultural groups in our society. The tests were given again during the last month of the Practicum.

Since each test contains a broad range of items representing accomplishments of individuals in different areas, it was not possible to predict how students would perform at the beginning or the end of the Practicum. It was considered possible

that almost all students would score close to zero correct on most of the measures before the intervention, and it was not expected that many students would score close to 100% on the measures after the intervention. It was expected that students would perform better on these tests at the end of the Practicum than at the beginning.

Therefore the criterion of success for Outcome 3 was that students would perform significantly better on the tests at the end of the Practicum than at its beginning. This would be determined by means of a correlated sample t-test comparing the mean pretreatment score across the four tests to the mean posttreatment score. This test is appropriate for interventions where students are measured before and after on a variable that has numerical scores such as the number of questions correct (Twaite & Monroe, 1979, p. 469). A one-tailed test at the .05 level of significance will be employed. It was planned that the test results would be presented in a table that appears as follows:

Table 1

Correlated Sample t-test on Student

Overall Multicultural Knowledge Scores

Start of Practicum		End of Practicum		
Mean	SD	Mean	SD	t
0.8	0.5	4.8	2.1	3.62**

**p <.01

The hypothetical results presented in Table 1 reflect a situation where students have little or no knowledge at the start, and a modest amount of knowledge at the end of the Practicum.

Outcome 4 was measured by a log of books and materials checked out of the library. The writer would record all materials borrowed during the first two weeks of the Practicum and during the last two weeks of the Practicum. The writer would examine each work and determine whether or not the work has multicultural content.

A second independent rater would also examine the works as well and make the same determination. The classifications made by the two raters would be compared to assess inter-rater reliability. A 98% agreement rate was observed. Disagreements would be resolved by discussion.

The writer planned to present results pertinent to Outcome 4 in the form of the proportion of works with multicultural content checked out during the first two weeks and the corresponding proportion for the last two weeks. A chi-square test was used to test the significance of the difference between the two proportions (Twaite & Monroe, 1979, p. 360). The writer planned to present the results in a table similar to that shown on the next page.

Table 2

Books and Materials Having Multicultural Content Checked Out During First and Last Two Weeks of Practicum

Content	First Two Weeks	
	N	%
Multicultural	14	12.5
Non-Multicultural	98	97.5
Total	112	100.0

$X^2(1)=13.95, p.<.001$

The hypothetical data in the table above reflects a situation in which the proportion of borrowed books that had multicultural content increased from 12.5% from the first two weeks of the Practicum to an unknown amount in the last two weeks. This would represent a significant increase, according to the chi-square statistic.

Outcome 5 was assessed by observations of social interactions carried out by the writer.

During the first and last week of the Practicum, the writer recorded all the groups of students that she observed socializing in the school. For each group observed, the writer noted on a log sheet whether all the students were from the same cultural group, or whether students of different groups were involved. A copy of the log sheet is presented in Appendix E. It was planned that the proportion of interactions involving students of different groups would be calculated, and a chi-square test would be used to determine the significance of the difference. The writer planned to present the results in a table similar to that shown below:

Table 3

Student Social Interactions Observed During

First and Last Week of the Practicum

Social Interaction	First Week	
	N	%
Students From a Single Cultural Group	32	78.0
Students From Diverse Groups	9	22.0
Total	41	100.0

$X^2(1)=44.58$, $p<.001$

The hypothetical results presented in Table 3 indicate an increase from 22.0% to 67.4% in the proportion of student interactions involving students of different cultural groups. Such an increase would be highly important.

Outcome 6 was measured by a report from the school principal regarding the number of altercations and other negative interactions that take place involving students from different cultural groups. The writer would record the number of incidents reported during the last month of the Practicum. A criterion of zero incidents was established for the intervention to be judged successful.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem was that students (and to some extent faculty and administrators) had limited understanding of others cultures. Students from different ethnic and cultural groups did not interact sufficiently to develop such understanding. Little had been done within the school to promote interaction or understanding.

The solution strategy involved in-service educational experiences for faculty and library-based multicultural education experiences for students, faculty, and administrators. The solution strategies adopted reflected the current literature on multicultural education, which provides guidance regarding curriculum content, the role of the teacher in fostering an appropriate multicultural perspective, the importance of available, high-quality multicultural resources, and appropriate multicultural activities.

Boutte and Mc Cormick (1992) suggested that multicultural education programs should stress similarities as well as differences among cultural groups. It is important to begin by establishing the ideas that all people are similar with respect to their basic physical and psychological needs. We all need food, water, shelter, respect, and love.

However, different groups of people fulfill these need different ways. Members of different cultural groups have different kinds of food, styles of dress, housing arrangements, customs, and forms of social interaction. These differences must be understood in the context of the broader needs of all human beings.

An effective multicultural education program must involve many aspects of the educational process. Lay-Dopyera and Dopyera (1987) suggested that each of the following components is crucial: (a) teachers who model respect for students from different cultural groups; (b) curriculum components focusing on the religious beliefs, music, art and literature of various cultures; (c) the availability and use of high quality literature with multicultural theme and content; (d) the use of resource persons from diverse cultural groups; and (e) multilinguistic experiences, such as games asking how many different ways there are to greet another person, using various languages.

It is also important to deal directly with the attitudes of students and staff regarding individuals of other cultures. Phillips (1988) has argued it is not enough to simply acquaint students and teachers with diverse aspects of other cultures. Rather, activities should be planned that help individuals to recognize any negative preconceptions they may have regarding individuals from different cultures, and to identify the sources of such negative attitudes.

Other authors have suggested that a multicultural perspective should infuse the entire curriculum. Thus Yao (1988) suggested that even courses like math could be taught from a multicultural perspective. She noted that in math one could plan lessons familiarizing students with numerals from different cultures or lessons

using an abacus or foreign calendars or units of monetary exchange. Baruth and Manning (1992) have stressed the importance of recognized and responding to culturally related differences in learning styles. Some examples of learning style differences are the following: (a) According to Hale-Benson (1986), African-Americans tend to "prefer inferential reasoning to deductive reasoning" and to favor nonverbal communication to verbal communication; and (b) Yao argues that Asian-American children are heavily dependent on the approval of adult authority figures and therefore require much attention from teachers. While Asian children do well on memorization and mathematics calculation, they need extra help on creative writing and analytical commentary.

Finally, numerous authors have stressed the importance of the availability of high quality books and materials reflecting multicultural content. Winfield (1988) reviewed a large number of books that represent the experiences of people of various cultural groups. He concluded that reading such works does foster an understanding and appreciation of various cultures. Rogers (1991) described an elementary school program in which children read and critiqued multicultural books and then gave an award to the author of a recent book that they felt made a particularly great contribution to multicultural understanding.

Thus the literature makes it clear that the following steps must be taken: (a) to sensitize teachers to multicultural issues; (b) acquaint students and staff with the art, music, food, and social customs of individuals from different cultures; (c) make students and staff alike aware of the negative attitudes they hold toward persons from other cultural groups; and (d) foster the availability and use of

quality multicultural books and resources. The Practicum solution adopted reflects these elements.

Description of Selected Solutions

The solution selected for this Parcticum had four major components, as follows:

1. In-service training for faculty focused on fostering their awareness of multicultural issues with a view to the following: (a) increasing their value to students as role models for appropriate behavior toward students of all groups; (b) fostering the inclusion of more multicultural content into their curricula; and (c) stimulating their recognition of and accommodation to the learning styles of students of different groups. Two in-service workshops were planned to be held near the beginning of the Practicum. The first would focus on the importance of awareness of multicultural issues and discussion of the teachers' own attitudes; and the second would focus on the issue of learning styles. Appropriate passages from Baruth and Manning (1992) were selected to stimulate discussion.

2. Multicultural Booktalks for students were planned to be held during the students' regular library period. These sessions were designed to introduce students to available books on multicultural areas and issues and to provide a forum for the critical discussion of issues raised in the books. It was also planned

that students would have an opportunity to discuss the books they read. It was hoped that the discussion of their reactions to the books would lead to discussion of any negative attitudes the students may hold regarding people of different cultural groups.

3. A Multicultural Festival was planned to be held over a two-month period during the winter and early spring. This festival was designed to introduce students to the art, music, food, and social customs of various cultures. Artwork would be displayed in the library, including both students' projects and pieces on loan from students' families. A multicultural assembly was also planned featuring the music and dance of diverse cultures. Here again community resources would be used, with local entertainers representing various cultural groups participating on a voluntary basis. Ethnic foods would be provided by parent volunteers each day over a two-week period. These foods would be made available for student lunches, and it was planned that the parents who prepared the foods would describe their recipes and cooking methods.

4. Two Multicultural Book Fairs and Multicultural Book Sales were planned to be held during two two-week periods during the fall and spring. The Book Fairs were designed to acquaint the students and their parents with the multicultural resources available in the library, some of which were acquired in the 1992-1993 academic year through a grant secured by the writer. Proceeds of the Book Sale were to be used to further augment the multicultural resources of the library.

Report of Action Taken

The Baruth and Manning "Cultural Quizzes" were administrated to all fourth, fifth, and sixth grade students during the first two weeks of the Practicum. The pretesting results of multicultural knowledge proved to be limited.

The writer provided the school with materials to participate in the "Pizza Hut/Book It" reading incentive program sponsored by Pizza Hut and the Library of Congress. 55 classroom teachers utilized the materials with their students. Students who reached their "reading goal" each month received a "pizza award certificate" for a free pizza at any local Pizza Hut. The reading incentive program ran from October 1 through February 28. Students borrowed books from the media center and were extremely motivated to reach their "reading goal" each month.

The writer obtained a $3,500. Chapter II state grant to upgrade the library collection of books. Booktalks were presented daily to teachers and students introducing the new multicultural library books. The response was very positive. Numerous multicultural books were showcased outside of the main office, where students, teachers, administrators, and parents were able to view.

An in-service training workshop was provided that informed teachers and administrators about the numerous cultures of their students and the diversity that exists. They needed to be informed about the diverse cultures and resources that

exist in the community in which they teach. The writer provided the teachers and administrators with multicultural resources found in book lists, periodicals, posters, materials, and lesson plan units for the study of multiculturalism. Teachers were provided with references to culturally responsible pedagogies for teacher education and resources that can be utilized to enrich the curriculum. Teachers were able to provide students with access to materials representative of various ethnic and cultural groups, and their contribution to our American heritage. Students appeared to acquire a greater understanding and appreciation of peoples of the world and their cultures.

Each of the multicultural units of study were utilized throughout the school year and provided students with numerous activities and hands-on experiences designed to build self-esteem. The lesson plan units of study provided both students and teachers an opportunity to share and relish their unique diversity. All of the faculty included the multicultural units in their curricula. Students began to value their own uniqueness as citizens of the world. They also began to develop an understanding of the right diversity of cultures around the world and their contributions to the richness of their lives.

The writer kept a log of books and materials checked out of the library. All materials borrowed were recorded by the writer during the first two weeks of the Practicum and during the last two weeks of the Practicum intervention.

The writer also kept a log of observations of social interventions of students from diverse groups during the first and last week of the Practicum.

Library booktalks were conducted by the writer on how Thanksgiving was celebrated in various cultures.

A "Book Fair" was conducted for two weeks in the month of December. The selection of multicultural books was excellent and provided the students with a wonderful opportunity to purchase items. The books were selected with a view to enhancing the self-esteem, self-awareness, and intellectual abilities of the students. The Book Fair was an excellent fund raising activity. The school kept a 35% profit of the gross sales. The writer has conducted 11 "Book Fairs" with this company. The writer was able to purchase another T.V.V.C.R. monitor for the school. New multicultural books from the "Book Fair" were added to upgrade the library collection of books. The titles offered were the best titles from all major publishers, including new titles, award-winning selections, and books that excite, inspire and teach. It was a tremendous success!

Booktalks were conducted by the writer about how Christmas is celebrated in other countries. Students explored the historic and modern festivals celebrated throughout the world. Students learned about 26 countries' special celebrations. Teachers were provided with books, materials, videos, and lesson plan units of study. Peace in the world will only come with the understanding that all cultures have value. Students in fourth, fifth, and sixth grades wrote book reports on winter holidays in various countries.

The writer conducted Booktalks about heroic figures from various cultural groups. Students utilized the resources in the media center and reported on heroic figures from various cultural groups.

A second in-service training workshop was conducted by the writer that informed teachers and administrators about the variety in the learning style preferences of students of different cultural groups. Lesson plan activities were provided that would enable teachers to utilize different activities to suit the learning style preferences of a student or a group of students of a particular cultural group. Teachers appeared to become more sensitive to the other cultures and better understood the children and their families in the community.

The writer was the resource person on the "Black History" committee. "Black History Month" was held in February. Booktalks were conducted about heroic Black figures on a daily basis in the media center. Students in the fourth, fifth, and sixth grades wrote book reports on the heroic Black figures and their contributions. They selected books from a collection of multicultural titles that included the following: (a) characters that made significant contributions in the fields of education, science, technology, literature, and the fine arts, (b) historical figures, (c) entertainers, (d) sports figures, (e) political figures, (f) positive career role-models, (g) civil-rights leaders, and (h) other characters and subjects depicted in a positive way without bias or stereotyping.

Students selected books that showed minority group members in positive significant roles. It was clear from students' comments that the students identified with those members. Posters and statues representing minority group members emphasizing their positive achievements were prominently displayed in the media center.

The writer was the resource person on the "Hispanic Heritage" committee. "Hispanic Heritage Month" was held in March. Booktalks were conducted on a daily basis of heroic Hispanic figures and their contributions to our American heritage. Students in fourth, fifth, and sixth grades wrote book reports on heroic Hispanic figures. Students had access to library materials representative of various ethnic and cultural groups. The students utilized library materials successfully to meet their needs. The students appeared to take pride in their ability to use the library. The students were provided with a superb collection of multicultural titles that promoted both literacy and a pride in the heritage of their own ethnic group.

The writer co-chaired a "Multicultural" committee from September through May. Meetings were held twice a month. The "Multicultural Festival" took place in May. It was anticipated that a multicultural program would help children develop a better understanding of racism and better equip them for success in a multicultural society. The program also appeared to help students develop more positive attitudes toward their own cultures and ethnicity, resulting in improved self-esteem, a variable that has been shown to be related positively to school achievement.

All classroom teachers selected one country from the United Nations (55 nations). The student created bulletin boards of the country they learned about. The bulletin boards were videotaped along with all assemblies. Teachers and students utilized resource books from the library, lesson plan units of study about

the countries, costumes, etc. Each classroom teacher had their class create a "flag" from the country that they selected that was displayed in the auditorium.

Multicultural music was piped in throughout the school at different times throughout each day of the month. Tapes, records of music of other countries was listened to.

Readings of ethnic heroic figures and their contributions were announced each morning on the intercom in the office. The Principal greeted the school with "Good Morning" in 25 different languages. This developed an awareness of how people from other lands greet one another. Teachers had their students also answer roll call with one of the greetings.

The writer gave Booktalks to both teachers and students about recommended multicultural titles to meet the needs of the ethnically diverse student population. The media center was an excellent resource for a wealth of information to both teachers and students.

Students viewed a "Multicultural Slide Show" in the media center. The art of many non-European cultures were introduced to students. It was made clear to the students that they are a vital part of America today. The students viewed the art of Black Americans from their arrival on slave ships through the Civil War and Civil Rights Movement. Art of the many cultures of Africa, including Benin bronzes, a water vessel used by Botswana Bushmen, and a toy from Burkina Faso were viewed. Native American works from diverse groups, including masks, a ceremonial bowl, clothing and adobe pueblos were viewed.

Oriental masterpieces of painting and sculpture from Japan, China, and India were viewed. Middle Eastern art and architecture from Iran, Syria, Israel, Egypt and Iraq were viewed. Latin American Pre-Columbian works by the Olmec, Aztec and Maya cultures, as well as post-independence works by Venezuelan, Uruguayan, Argentinian, C[illegible]n, Mexican, and Honduran artists were viewed. Students brought in art representative of their respective cultures. A "Multicultural Art Festival" was held. Students brought their own or others' art representing various cultures.

Sixth grade students read multicultural books to students in grades kindergarten through three. The sixth grades made class visits throughout the month of May and were storytellers. The children appeared to enjoy this activity a great deal.

Children went on cultural "Video Trips" throughout the month of May. They reserved their seats one week prior to the show and visited a classroom on each floor to view videos from the library collection of Puerto Rico, Cuba, Hawaii, Bermuda, Bahamas, Jamaica, Rio De Janeiro, Kenya, Austria, Australia, Leningrad, Alaska, Mexico and Moscow. The students enjoyed going on the "Video Trips" to the different countries and learned about the numerous countries.

On account of the large student population, there were three assemblies held each day. The first performance was for students in grades kindergarten, one, and two. The second performance was for students in grades three and four. The third performance was for students in grades five and six.

The assemblies ran from May 12 though May 20. On Friday, we had a guest who spoke with the children about different clothing worn by people of different countries. Students were able to go up on stage and try on different hats, shoes, and other articles of clothing. They appeared to enjoy this activity greatly.

On Monday, the music teacher sang a song with the school choir named "A Brave New World" from the movie Alladin. Lieutenant Foster from the Passaic Salvation Army spoke with the students about the diversity within their own family and community. The "Salvation Army Choir" sang beautiful songs.

There was a "Multicultural Fashion Show" that included students, teachers, custodians, administrators, and parents. They modeled fashions from the 55 countries of the United Nations. It was a wonderful performance highlighting the different types of clothing worn by peoples of the world.

A teacher's aide concluded the performance with a beautiful solo of "It's a Small World After All."

On Tuesday, the assembly began with solos from the music teacher and art teachers. They sang Spanish and Italian songs. The Drama/Dance Club performed numerous dances and songs, of different countries.

Amaere, a guest with the Daysha Dance troupe, performed an African dance and sang to a delighted audience. The dance troupe had the children sing songs in Swahili. They explained the words to the songs in English. Different African instruments were utilized and numerous dances performed.

On Wednesday, a fifth-grade bilingual class performed a Spanish dance. They were dressed in Hispanic costumes and the boys and girls danced together. It was a beautiful performance.

Brother Saalik Cuevas was the special guest. He performed a multicultural program that sharpened the students' awareness of the Caribbean. The name of the performance was "Let's Cruise the Caribbean." Through folktales, music, and native foods, he took the students on a magical journey to the islands of Puerto Rico, Haiti, and Jamaica. There was newspaper coverage from a local newspaper. The performance was videotaped with his permission.

On Thursday, there was an African/Caribbean dance performed by Ms. Janice Matis and Group. It was a beautiful performance that the entire student population and faculty enjoyed. Students and teachers participated in the singing and dancing. Everyone was involved in the performance.

On Friday, there was a performance by the Korean Cultural Center. Mr. Jim Kim, the president of the Korean Cultural Center distributed literature about the Korean-American community to all students in grades five and six. The program consisted of five traditional Korean dances. The first dance was the "fan dance" It was one of the most beautiful folk dances of Korea. The second dance was called "O-Buk Sungmu." It was a Buddhist ceremonial drum dance. The third dance was the "Tal Choom." It was a folk drama of pantomime that satirized a social theme. The fourth dance was called "Jang Go Choom." It was one of the favorite folk dances performed during rural community celebrations.

The fifth dance was called "Nong Ahk." It was known as the "Farmers' Dance" and was the most popular and widely known of all Korean dances. This performance was graceful and beautiful. The school had newspaper coverage from another local newspaper. The performance was videotaped with the permission of Mr. Jim Kim. The students and faculty clearly enjoyed the show and learned many new things about Korea and its culture.

There was a "Multicultural Food Festival" held in the gym. 60 local restaurants donated different ethnic foods. Teachers, parents, and others brought in different ethnic dishes. Both students and staff enjoyed the different varieties of foods. Along with the food, everyone enjoyed the music and dancing. The "Multicultural Food Festival" was a tremendous hit. The merchants', teachers', and parents' support was greatly appreciated. The efforts of the committee and the students who brought food were totally enjoyed by all. Students spent the rest of the day on guided tour "Hall Displays." It was "Native Clothing Dress Day." Students and faculty dressed in the ethnic clothing of their choice and marched in a parade throughout the school celebrating the "Multicultural Festival!"

Students were exposed to the richness and diversity of the world in which they live. There are people who look different, live in different types of houses, eat different types of food, appreciate different types of arts, wear different types of clothing, and behave in different ways. The most important thing that the students learned was that with all of our differences, we are in many ways very much the same. Everyone wants to feel a sense of belonging, of caring, and to be valued for being ourselves.

Through the success of the "Multicultural Festival", the students and faculty appeared to develop an understanding of the rich diversity of cultures around the world and their contributions to the richness of our lives.

A second "Multicultural Book Fair" was conducted from June 1 through June 14. It was another huge success. The writer was able to purchase a computer for the media center with the proceeds of the "Book Fair." New "multicultural titles" were added to upgrade the library collection of books.

Teachers completed the form to report multicultural activities.

During the final week of the intervention the writer again administered the Baruth and Manning "Cultural Quizzes" to all fourth, fifth, and sixth grade students.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

The library-based intervention carried out for this Practicum was designed to help students, faculty, and administrators to acquire an increased understanding of other cultures. Six specific outcome criteria were adopted to document the effectiveness of the intervention. In this chapter, results pertinent to each of these outcomes will be described to each outcome criterion.

Multicultural Activities

The first outcome criterion was that 80% of the teachers in the school would include multicultural units in their curricula. This objective was clearly met, as all 55 teachers reported engaging in at least one multicultural activity in their classes during the course of the year. In fact, the minimum number of multicultural activities reported by any teacher was four.

Table 4 presents the frequency distribution of the number of multicultural activities reported by the 55 teachers. The data in the table indicate that the number of multicultural activities reported ranged from 4 to 15. The model response was 6 activities, reported by 10 teachers. However, 30 of the responding teachers reported engaging in at least 7 such activities.

Table 4

Number of Multicultural Activities Reported by Teachers

(N = 55)

Number of Activities	N
4	8
5	6
6	10
7	9
8	8
9	7
10	4
11	1
12	1
15	1

One reason that no teacher reported fewer than 4 multicultural activities is that the writer directly suggested 4 activities to teachers during the first in-service, and then made available the materials for students to complete the activity. These activities were the student reports on winter holidays around the world, student book reports on heroic Black figures and heroic Hispanic figures, and the class United Nations project. Seven of the 8 teachers who reported having engaged in only 4 multicultural activities reported these 4 activities and no others.

However, the great majority of the teachers reported engaging in more than 4 multicultural activities. Among the activities reported were units on scientists and inventors from various cultural groups, a unit on the role of Black units in the military during World War II, a unit on Blacks in the professions, a unit on the role of godparents in Hispanic cultures, and units on Hispanic, African-American, and Asian food and music.

It seems clear that the objective of teachers incorporating multicultural content into their curricula was met. The great majority of faculty went beyond the units prepared for them by the writer. Also, faculty were observed exchanging ideas for multicultural units with each other. They seemed to enjoy these activities, and they often commented on how involved and interested the students were with these topics.

Learning Style Preferences

The second assessment objective was that 44 of the teachers would employ learning activities designed specifically to suit the learning style preferences of particular cultural groups. This objective was met as well, since all 55 teachers reported employing at least one such technique. However, teachers, did not report using nearly as many such techniques as numbers of multicultural learning activities they engaged in.

Table 5 presents the frequency distribution of the number of such learning activities reported by teachers. The date in the table indicate that the largest group of teachers reported only one such technique. For all these teachers, the technique reported was the same: the use of group learning activities to accommodate the cultural value of Hispanic students not to embarrass their peers by outperforming them.

Table 5

Number of Learning Activities Reported Designed to Suit the Learning Style Preferences of Specific Groups

Number of Activities	N
1	26
2	17
3	8
4	3
5	1

The reason that this technique was applied universally by the teachers is that much of the workshop on learning style preferences was spent discussing this one issue. The teachers were generally unaware of the Hispanic cultural norm prior to the workshop, and when the topic was introduced the teachers spent a substantial amount of time debating whether this norm in fact existed among Hispanic students, and more time presenting and discussing examples of situations they had observed in which this cultural value was displayed. They also engaged in a discussion of issues surrounding the evaluation of students when they work in groups.

Of course, the majority (52.7%) of responding teachers did report using more than one such learning activity. Among the other activities mentioned were: the use of dramatization to suit the preferences of African-American children for activity and emotional expression; the use of guest speakers to accommodate the tendency of African-American children to prefer contact with people to things; having students take turns answering questions or making comments in class, so that Asian students are not unwittingly penalized for their tendency to be reticent and self-effacing; and provision of personal attention to Hispanic students in recognition of the value placed on personalismo.

On balance, the objective that teachers should include activities suited to the the learning style preferences of specific groups was met. However, the teachers could certainly have used more such activities and techniques. An additional in-service workshop on this topic might be of value next year.

Increased Knowledge

The third outcome criterion stated that students in grades four through six would demonstrate statistically significant pretreatment to post-treatment gains on four tests measuring knowledge of the history and culture of the following four groups: (1) Native-Americans; (2) African-Americans; (3) Asian-Americans; and (4) Hispanic-Americans. In order to test the significance of knowledge gains on these four measures, four correlated sample t-tests were calculated, one for each of the measures. The results of these t-tests are presented in Table 6.

Table 6.

Correlated Sample t-Tests Comparing Pretreatment to Posttreatment Scores of Fourth Through Sixth Grades on Knowledge Tests for Four Cultures

Culture	Number of Items [a]	Pre Mean	Post Mean	Difference	SD	t
Native American[b]	10	0.81	2.10	1.29	2.01	9.08*
African-American[c]	12	2.10	4.67	2.57	3.01	12.17*
Asian-American[d]	8	0.23	1.82	1.59	1.89	12.39*
Hispanic American[e]	10	1.11	2.40	1.29	2.19	18.64*

Note. Numbers vary from test to test due to absences.

a Number of items also indicates maximum possible score.

bN=200

cN=203

dN=217

eN=209

* p<.001

The data in Table 6 indicate that significant ($p<.001$) knowledge gains were achieved on tests of all four cultures.. Thus the intended outcome was clearly achieved. Nevertheless, there are several aspects of the data that bear further mention. First, the pre-intervention means make it clear that the students had very little knowledge of these cultures before the intervention. On the Native-American culture test and the Asian-American culture test, the average number of correct responses at the pretreatment was less than one. The highest mean pre-intervention score on any of the tests was that on the African-American test, and this mean only a little above two on a test with a maximum score of 12. This mean score is not particularly high, considering that the test include such famous individuals as Martin Luther King, Jr. and Colin Powell.

Furthermore, the post-intervention scores, though clearly higher than the pre-intervention scores, were not high. In no case was the average post-intervention score as high as one-half of the maximum score possible on the test. Thus, there is clearly still ample room for improvement with respect to knowledge of these different cultural groups. The modest knowledge gains were statistically significant due to the large sample size involved in these tests (which varied somewhat from test to test, due to absences). However, it is expected that students will continue to learn more about the contributions of individuals from different cultural groups.

Interest in Multicultural Topics

The fourth outcome criterion was that from the beginning of the intervention to the end, there would be a significant increase in the proportion of books checked out that had multicultural content. The writer logged all materials checked out during the first two weeks of the Practicum and all materials checked out during the last two weeks of the intervention. All these materials were classified as either involving multicultural content or not. A chi-square test was employed to determine whether the proportion of materials having multicultural content was significantly different for the two time periods. The results of this test are presented in Table 7.

Table 7

Materials Checked Out of Library With Multicultural Content at Beginning and End of Practicum

Content	First Two Weeks		Last Two Weeks	
	N	%	N	%
Multicultural	29	17.4	57	34.8
Other	138	82.6	107	65.2
Total	167	100.0	164	100.0

$X^2(1)=13.01$, $p<.001$

The data in Table 7 indicate that the outcome criterion was met. The proportion of materials checked out that were multicultural in nature was 17.4% during the first two weeks, and 34.8% during the last two weeks. The chi-square test indicated that this difference was highly significant ($p<.001$). Perhaps the most interesting data here is that 17.4% of the materials checked out were multicultural in nature before the Practicum intervention. The substantial proportion probably resulted from previous efforts on the part of the writer to improve the library's collection of multicultural books and materials. Given that the students were already using multicultural materials to a substantial extent at the start of the Practicum intervention, the significant increase observed was particularly gratifying.

Social Interactions

Outcome 5 concerned student social interactions. During the first and last week of the intervention, the writer kept a log of all student interactions she observed in the school, noting those involving students of a single cultural group and those involving multicultural groups. The criterion established for meeting this objective was a statistically significant increase in the proportion of interactions involving students of different cultural groups.

Table 8 presents the number and percent of student social interactions involving members of different cultural groups during each of the two observation periods.

Table 8

Student Social Interactions Observed During First and Last Week of Practicum Intervention.

Social Interaction	First Week		Last Week	
	N	%	N	%
Students From a Single Cultural Group	97	71.3	78	56.5
Students From Diverse Groups	39	28.7	60	43.5
Total	136	100.0	138	100.0

$X^2(1)=6.50, p<.05$

The data in the table indicate that the proportion of observed social interactions involving students from different cultural groups increased from 28.7% during the first week to 43.5% during the last week of the Practicum. The chi-square test indicated that this increase was significant ($p<.05$). Thus the outcome criterion was met .

Here again it should be noted that the initial portion of interactions involving students from diverse groups was probably higher than it might have been a year or two earlier, as a result of multicultural activities conducted by the writer during the year before the Practicum intervention here.

Negative Interaction Involving Students From Different Groups

The sixth outcome objective concerned altercations or other negative social interactions involving students from different cultural groups. The criterion established for success on this objective was zero such events reported to the principal during the last month of the intervention. This objective was met. The principal indicated to the writer that no such incidents came to the attention of his office during that period. Of course, this does not mean that there were no negative interactions of any kind among students, but it does mean that there were no negative interactions judged to be sufficiently serious as to be referred to the principal.

Summary

All of the stated Practicum objectives were met. There is still room for improvement in students' knowledge of the history and culture of different groups,

but the improvements noted in the diverse areas encompassed in objectives clearly suggests that the teachers and students of this elementary school have made a good start toward achieving multicultural awareness, knowledge, and understanding

Discussion

In an era during which the population of the United States is becoming increasingly diverse, the need for multicultural awareness and understanding is obvious. The success of the multicultural intervention described in this Practicum Report indicates clearly that it is possible to stimulate such understanding in an elementary school in a culturally diverse urban setting. Moreover, the enthusiasm and enjoyment of multicultural activities that the writer observed among teachers and students alike suggests that promoting multicultural awareness may serve to enliven the school community and promote learning of basic skills. The students involved in the Practicum appeared to take great pleasure in learning about their own culture and the cultures of other students. The Practicum may in fact be viewed as a celebration of the cultural pluralism that characterizes and enriches American society.

The results of the Practicum are particularly encouraging in view of the relative ease with which the intervention was carried out. This is not to say that a great

deal of planning and effort was required to implement the various multicultural activities described in previous chapters, but rather to point out that the writer experienced no significant opposition or resistance to her efforts. This appears to be due in large measure to the fact that teachers recognized that multicultural education was still education. If a student writes a book report on the biography of a famous individual from a particular cultural group, the student is not only learning about that culture, but also learning how to write a book report. Moreover, if the student finds the multicultural content of the book to be stimulating and exciting, that student may work a little harder on the book report, thus increasing his competence in writing skills. The teachers involved in this Practicum recognized that their students were highly motivated to learn when participating in multicultural activities. This was a strong selling point to the teachers, many of whom developed multicultural activities of their own and used them along with the activities planned by this writer.

These observations provide strong support for Banks' (Brandt, 1994) idea of the "transformed curriculum." This is the term that Banks uses to denote the integration of multicultural content into the entire curriculum, rather than to confine multicultural activities to isolated events such as "Black History Month." There is a great deal of good literature available which has multicultural content, and this literature should be made available to students through regular assignments as well as recreational reading activities. Much of the effort of the present writer over the last few years has been directed toward improving the library collection of books and materials. The works added have proven to be

quite popular with students from this multiethnic school, as indicated by the increasing proportion of works with multicultural content checked out of the library. It appears that the availability of these works has stimulated many students to become more interested in reading in general.

Recommendations

Within the writer's school, more work needs be done in two areas in particular: increasing teachers' use of learning activities that are designed specifically to suit the learning style preferences of students from different groups, and increasing students' knowledge of the history and culture of various cultural groups. In the years ahead the writer will continue her efforts in these areas through in-service education experiences and additional library Book Fairs. However, it is quite clear that a good beginning has been made in these areas as well.

Dissemination

It is recommended that the activities employed in this Practicum be replicated at other schools. To this end, the writer will circulate a summary of this

Practicum Report to the other media centers throughout the district. In addition, the writer will seek to publish the results of the Practicum in a forum where it will reach a large number of teachers and administrators. In this publication the writer will seek not only to document the activities that were undertaken in the intervention, but also to communicate the enthusiasm and excitement generated within her school as a result of these activities.

The writer will send this Practicum Report to several publishers of educational journals and textbooks.

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APPENDIX A

SECTION OF STATE MONITORING REVIEW RELEVANT TO NEED FOR MULTICULTURAL EDUCATION

Appendix A

Section of State Monitoring Review Relevant to Need for Multicultural Education.

The following paragraph appears on page 10 of the report:

Parents, community members, staff and students expressed a need for increased emphasis on the multicultural needs of the district and the need for enhancing the self-esteem of minority students. While some saw a need for separate programs like African-American History of Hispanic History, others saw a need for the entire curriculum to address these issues on an ongoing basis. The social studies curriculum has currently been revised with this as a goal.

APPENDIX B

RESULTS OF CONTENT ANALYSIS OF 30 BOOKS CHECKED OUT OF LIBRARY

Appendix B

Results of Content Analysis of 30 Books Checked Out of Library

1. Cover illustrations were 90% male and 10% female. Minority males depicted were 1 Asian Indian and 1 Native American.
2. 63% of the illustrations depicted males, (4% of which were minority.)
3. The main focus in illustrations were males 75% of the time, with minority males, 1%; females, 255 of the time with 5% minorities.
4. Depicted children included 75% males and 25% females, all white.
5. Older children depicted were 90% male and 10% females, all white.
6. Adults depicted were 65% male, of which 7% of the total were minority, and 35% female, of which 10% of the total were minority.
7. Adults depicted as parents were 40% male and 60% female, all white.
8. Characters depicted as crying, frightened, or passive were 35% male, of 10% of the total were minority, and 65% female.
9. Characters depicted as angry, adventurous, or active were 80% male with 3% of the total minority, and 20% female, all white.
10. Characters depicted as stupid, selfish, or the butt of a joke all male, half white and half minority.
11. There were four demeaned characters, two males, two females, two whites, and two minorities.
12. 75% of all activities or occupations were allocated to men, of which 3% of the total was for minority men, and 25% were women.
13. 65% of the main character children were male, and 2% of those were

minority (Mowgli); 35% were female, all white.

14. 90% of adult main characters were male, with 7% of those minority; 10% were female, all white.

15. In adventure stories, 75% of the main characters were male (8% minority), and 25% female, all white.

16. Characters depicted as timid or frightened were 30% male--all minority (!), and 70% female, all white.

17. Characters who were dependent on others were 10% male, all white and 90% female, all white.

18. Independent characters were 50% male and 50% female, all white.

19. Intelligent or active characters included 82% males (5% minority) and 18% females (1% minority).

20. Characters making decisions were 80% male (5% minority) and 20% female (1% minority).

21. Adults depicted in a parental role included 40% white males and 60% white females.

22. Nasty/unkind characters or enemies of the main character included 85% males, of which 51% were minorities; and 15% females.

23. Demeaned characters were all male, 50% white, 50% minority.

24. Depicted occupations included 75% males (1% minority---George Washington Carver); and 25% female.

25. In all of the books reviewed, Hispanics appeared only once, as enemies of Davy Crockett at the Alamo. Black women were prominent in only one other book, one on military careers for women.

APPENDIX C

FORM TO BE USED BY TEACHERS TO REPORT MULTICULTURAL ACTIVITIES

Appendix C

Form to be Used by Teachers to Report Multicultural Activities

Dear (teacher's name):

In order to document the efforts at Multicultural Education in the school, would you please answer the following questions:

1. What steps have you taken during the past year to adopt a multicultural perspective during regular class activities? (please list):

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

2. What special multicultural activities have you undertaken in your classes during the past academic year? (please list):

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

3. What steps have you taken to accommodate the learning style preferences of

students from different cultural groups? (please list):

a. _____

b. _____

c. _____

d. _____

e. _____

Thank you very much for your cooperation.

Sincerely,

Miss Donna Saykanic

APPENDIX D

EXAMPLES OF BARUTH AND MANNING, (1992) "CULTURE QUIZZES"

Appendix D

Example of Baruth and Manning, (1992) "Culture Quiz."

The "Culture Quiz: Contemporary Hispanic-Americans"

Directions: Match the individuals with their contributions or achievement by placing the appropriate letter before the name.

_____ 1. Eliana Schippel

a. First person of Mexican descent to win election as a major United States city.

_____ 2 Pauline Gomez

b. Prepared report on "The Children of Mariel," which examined programs designed to cope with with 15,000 non-English-speaking students.

_____ 3 Isabel Schon

c. Leading spokesman for Mexican-American farmers in the 1960s-- led strike against grape

growers.

_____ 4 Jose Pedro Greer

d. An illustrator with a law degree, a sense of history and a talent for making children laugh.

_____ 5. Caesar Chavez

e. Former alcoholic who runs alcohol treatment program-- La Posada-- in Dallas.

_____ 6. Henry G. Cisneros

f. Born blind; founded the Nation Federation of the Blind in New Mexico.

_____ 7. Juan Ramon Jimenez

g. Reviewed recently published children's books and concluded stereotypes and misconceptions continue.

_____ 8. Jose Åruego

h. Operates free clinic in Miami-- Camillus Health Concerns; 200 volunteers and 12 staff members.

_____ 9. Lupe Anguiano

i. Responsible for creating several Hispanic women's groups.

_____ 10. Helga Silva

j. Winner of 1956 Nobel Prize for Literature.

Appendix D

Example of Baruth and Manning, (1992) "Culture Quiz."

"The Culture Quiz: Contemporary Native-Americans"

Directions: Match the individuals with their contributions or achievement by placing the appropriate letter before the name.

_____ 1. Vine Deloria, Jr.	a. First Native-American to serve as United States Commissioner of Indian Affairs.
_____ 2. Watie Strand	b. A Sioux leader in the fight for Indian rights in the U.S.; wrote Custer Died For Your Sins.
_____ 3. Jim Thorpe	c. Seminole-Creek and a member of the Oklahoma Senate.

_____ 4. Ely Samuel Parker

d. Rural sociologist; Cherokee-Choctaw; wrote American Indians: The First of This Land.

_____ 5. Kelly Haney

e. The only Native-- American brigadier general in the Confederate Army.

_____ 6. C. Matthew Snipp

f. One of the greatest athletes in history; first president of the American Professional Football Association (now National Football League).

_____ 7. Susan LaFlesche

g. Sioux physician and crusader for Native American rights.

_____ 8. Charles Eastman

h. The first female Native American to become a doctor of Western medicine.

_____ 9. Annie Dodge Wauneka

i. Navajo woman who has worked to help her people combat tuberculosis and and alcoholism; won the Presidential Medal of Freedom Award in 1963.

_____ 10. Oren Lyons

j. Spritual leader; clan chief of Onondaga branch of Iroquois; supports nature and environmental issues.

Appendix D

Example of Baruth and Manning. (1992) "Culture Quiz."

"The Culture Quiz": Contemporary African-Americans"

Directions: Match the individuals with their contributions or achievements by placing the appropriate letter before the name.

_____ 1. Rosa Parks

a. First African-American actor to win an Academy Award (for role in Lilies of the Field).

_____ 2. Thomas Bradley

b. Confirmed as the first African-American to hold nation's top military post.

_____ 3. Martin Luther King, Jr.

c. First African-American mayor of Los Angeles.

_____ 4. Thurgood Marshall

d. Congresswoman from Texas, first

African-American woman from Texas first African-American woman from a southern state to serve in Congress.

_____ 5. Andrew Young

e. Author of Pulitzer Prize winner The Color Purple.

_____ 6. Guion S. Bluefield

f. Syndicated columnist.

_____ 7. Alice Walker

g. Former President of Morehouse College; Civil Rights leader, minister and educator.

_____ 8. Barbara Jordan

h. First African-American

astronaut to travel in space.

_____ 9. Colin Powell

i. First African-American to serve as United States ambassador to the United Nations.

_____ 10. Sidney Poitier

j. Refused to move to the back of the bus in Montgomery, Alabama.

_____ 11. Benjamin Mays

k. First African-American Associate Justice of the Supreme Court of the United States.

_____ 12. Carl Rowan

1. Spoke to 200,000 Civil Rights demonstrators in Washington, D.C in 1963.

Appendix D

Example of Baruth and Manning, (1992) "Culture Quiz".

"The Culture Quiz: Contemporary Asian-Americans"

Directions: Match the individuals with their contributions or achievements by placing the appropriate letter before the name.

_____ 1. Akio Morita	a. Probably the best known superconductivity scientist in the world; director of Texas Center for superconductivity.
_____ 2. Paul Chu	b. Chairman of the SONY Corporation.
_____ 3. Laurence Yep	c. Chinese-American CBS New correspondent.
_____ 4. I.M. Pei	d. Vietnamese actress starring in Casualties of War.
_____ 5. Connie Chung	e. Chinese-American architect; known for creative urban designs, e.g., the J.F.K.

Library in Boston.

_____ 6. Thuy Thu Lee

f. Chinese-American writer of children's books about Asian-Americans, e.g. The Rainbow People.

_____ 7. An Wang

g. Shot in the foot at seven in Laos; he is now a leading apprentice jockey in the United States.

_____ 8. Chin Yang

h. Engineer from Shanghai who built a $600.00 investment into a multibillion dollar company.

APPENDIX E

CHECKLIST FOR EVALUATING STUDENT INTERACTIONS

Appendix E

Checklist for Evaluating Student Interactions

Date:_____

Interaction	Time	Place	Nature of Interaction	Students of Different Cultural Groups Involved?
1	8:06	Hallway	Students Trading Cards	Yes
2				
3		(etc.)		
4				

APPENDIX F

PRINCIPAL'S REPORT OF STUDENTS' BEHAVIOR IN JUNE

PASSAIC PUBLIC SCHOOLS

WILLIAM B. CRUISE MEMORIAL SCHOOL NO. 11

390 GREGORY AVE.
PASSAIC, NJ 07055

OFFICE OF THE PRINCIPAL
MRS. DORIS A. SPIVEY

TELEPHONE (201) 470-5511

June 30, 1994

Dear Miss Saykanic:

It is indeed my pleasure to report that teachers held individual experiences in relation to their multicultural activities which were ongoing throughout the year in their classrooms.

An interesting second phase developed. A school week was set aside as "Children's Creative Response to Conflicts Week." Each day a specific experience was held involving our students. They enjoyed being involved and participating. With their success came smiles of pride, achievement and accomplishment. Students who never had a smile had at least a glistening of joy reflected in his or her eye. It was wonderful to see!

Because of the "resolving" we had no major fights or disruptions in the school during the hot long month of June.

I as an administrator, am most grateful to have had this dynamic creative and exciting program develop nurture and grow to fruition at William B. Cruise Memorial School Number 11, in Passaic, New Jersey under the most capable leadership of yourself.

Very truly yours,

Michael Goldstein

Mr. Michael Goldstein
Assistant Principal